

Under the VTSS Umbrella: Process Integration Workshop

“These Are a Few of My Favorite Things”

February 11, 2013

Virginia Tiered System of Supports Coach/Consultants

Explicit Instruction: Lessons Learned from Anita Archer

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Sixteen Elements of Explicit Instruction



The Elements

- Critical content
- Sequence skills logically
- Small instructional units
- Organized & focused lesson
- Lesson goals & expectations
- Review prior skills & instruction
- Step-by-step instructions
- Use clear & concise language

The Elements

- Examples and non-examples
- Guided & supported practice
- Frequent responses
- Monitor student performance
- Immediate affirmations & corrective feedback
- Deliver lesson at brisk pace
- Organize knowledge
- Distributed & cumulative practices



Six Teaching Functions

Review

- Review homework & relevant previous learning
- Review prerequisite skills & knowledge

Presentation

- State lesson goals
- Present new material in small steps
- Model procedures
- Provide examples & non-examples
- Use clear language
- Avoid digressions

Six Teaching Functions

Guided Practice

- Require high frequency of responses
- Ensure high rates of success
- Provide timely feedback, clues, and prompts
- Have students continue practice until they are fluent

Corrections & Feedback

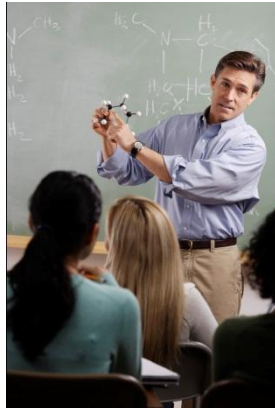
- Reteach when necessary
- Remember it will be necessary!



Six Teaching Functions

Independent Practice

- Monitor initial practice attempts
- Have students continue practice until skills are automatic



Weekly & Monthly Reviews

- Remember progress monitoring
- Collect data
- Assessment has many forms not just paper/pencil tests

Principles of Effective Instruction

- Optimize engaged time/time on task
- Promote high levels of success
- Increase content coverage
- Have students spend more time in instructional groups
- Scaffold instruction
- Address different forms of knowledge



Anita Archer: What It Means to be a Relentless Teacher & Administrator

<http://www.youtube.com/watch?v=eY5nYuE6IhY>

Goals and Objectives

Overall, the goal is for the divisions to make connections between VTSS and other state requirements, documents, and initiatives such as school improvement efforts, teacher evaluation, PBISV, CLC, PLC, AVID, Title 1 and on and on.

It is all one framework!

The objective is to develop ways to make the division work more efficient and streamlined.

Where do all of our “favorite things” fit under the framework?

When we walk about, talk about, and look about we hear...

- “I can’t focus on VTSS because I’m so busy with school improvement!”
- “No way I’m going to ask my teachers to do one more thing!”
- “Why are you always changing the way I teach!”
- “All we do is test.”
- “Are we still doing **THE RTI**?”
- “We’re good – we’ve got some interventions!”
- “We like the concept and want to do tiered systems, but we just don’t have enough people on staff.”
- “If you could give us some more time in the day we could do VTSS.”
- “Just tell us what to do.”

Virginia Tiered System of Supports VTSS

- is Virginia's design of RTI
- is part of the No Child Left Behind Waiver
- includes PBIS/ESD
- is school improvement



VTSS & SCHOOL IMPROVEMENT

- Commonalities

- Leadership
- Organizational Culture & Structure
- Monitoring Student Progress
- Instruction
- Curriculum
- Problem Solving
- Family & Community Partnerships
- Evaluation



VTSS & SCHOOL IMPROVEMENT

Relentless Leadership



VTSS & INDISTAR

Relentless Leadership

TA01 – Universal Screening to identify at-risk learners

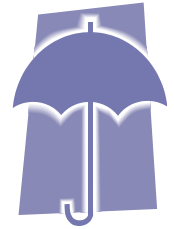
TA02 – Tiered, differentiated interventions that are research-based

TA03 – Progress Monitoring



VTSS & INDISTAR

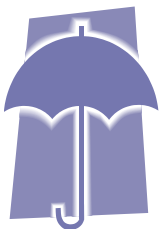
Relentless Leadership



- ID10 – Leadership team regularly looks at data and aggregated classroom observation data and uses the data to make decisions about school improvement and professional development needs

Where does this fit with VTSS?

Discuss at table





VTSS & INDISTAR

Relentless Leadership

- IEO8 – Principal spends at least 50% of time working directly with teachers to improve instruction and doing classroom observations
- IFo8 – Principal ensures professional development includes assessment of strengths and areas in need of improvement from observations of indicators of effective teaching

VTSS & SCHOOL IMPROVEMENT

Relentless Leadership

- Professional development
 - based on observations and data
 - effective teaching strategies and management
 - individualized to needs of teachers
 - planned and sustained
 - results oriented - evaluation



VTSS & SCHOOL IMPROVEMENT

The relentless leader simply has to be...



and maintain one umbrella!



Work Session # 1



You need the school or division plan you brought with you.

(1) Using the school improvement or the division plan you brought, take the activities on the plan and write them (by hand) onto the flow chart in a place where it would be applicable.

(2) Discuss where the activities fit into the VTSS Framework.

(3) Who in your school or division still needs training in VTSS and how it drives improvement?

(4) Hold onto this!!! You will need it for the end of the day!!

Data meeting avoidance behaviors...

National Center on Response to Intervention: Criteria for Interviewing Middle Schools for RtI

At a minimum, we sought to include schools with the following criteria (*based on Shinn, 2008*):

- One screening assessment at least once per year in one content area
- Progress monitoring at least once per month for secondary-level interventions
- Progress monitoring at least two times per month for tertiary-level interventions
- At least three levels (or tiers) of prevention
- A predetermined data-based decision-making process

Universal Screening Data Meetings at Dale City Elementary

Title 1

75% Economically disadvantaged

44% ESOL

85% Minority

19% SPED (ED Center-Based
Program)

21% Mobility Index

English SOL pass rate:
92 %

Met all AMOs

Not in Improvement

Big Ideas

- Several types of data meetings occur throughout the year
- Lesson learned: Be clear about what kind of data meeting we are having
- Universal Screening occurs three times per year
- Universal Screening is NOT just to find at risk kids
- We use it as a growth measure to evaluate the effectiveness of both core instruction and tiered interventions

Start with your screening tool

| | | Fall | Transition | Winter | Transition | Spring |
|----------------|--------------------|------------|---|------------|--|--------|
| | Well Below Average | 10 (14.6%) | <div>6</div> <div>2</div> <div>0</div> <div>0</div> <div>0</div> | 8 (10.4%) | <div>0</div> <div>0</div> <div>0</div> <div>0</div> <div>0</div> | 0 (0%) |
| | Below Average | 11 (16.1%) | <div>0</div> <div>5</div> <div>6</div> <div>0</div> <div>0</div> | 10 (13.1%) | <div>0</div> <div>0</div> <div>0</div> <div>0</div> <div>0</div> | 0 (0%) |
| | Average | 39 (57.3%) | <div>0</div> <div>0</div> <div>36</div> <div>3</div> <div>0</div> | 44 (57.8%) | <div>0</div> <div>0</div> <div>0</div> <div>0</div> <div>0</div> | 0 (0%) |
| | Above Average | 5 (7.3%) | <div>0</div> <div>0</div> <div>0</div> <div>3</div> <div>2</div> | 6 (7.8%) | <div>0</div> <div>0</div> <div>0</div> <div>0</div> <div>0</div> | 0 (0%) |
| | Well Above Average | 3 (4.3%) | <div>0</div> <div>0</div> <div>0</div> <div>0</div> <div>3</div> | 8 (10.4%) | <div>0</div> <div>0</div> <div>0</div> <div>0</div> <div>0</div> | 0 (0%) |
| New Student | | | 10 | | 0 | |
| Unscored | | | 2 | | 0 | |
| Total Students | | 68 | | 76 | | 0 |

Note: Unscored also includes any students who may have been transferred.

[illegible]

Another Measure -

| Benchmark Student Name | Flag | Score VGLA | 4th Grade SOL | 1st Quarter Benchmark | 2nd Quarter Benchmark | 3rd Quarter Benchmark | Fall Released Items (2009) |
|---------------------------|------|---------------|---------------|--------------------------|--------------------------|--------------------------|-------------------------------|
| | 5 | | | | | | |
| | R | x | P | 53 | 63 | | |
| | G | | 561 | 97 | 88 | | |
| | Y | | | 67 | 73 | | |
| | | | 491 | | 93 | | |
| | R | | | 73 | | | |
| | R | x | P | 47 | 70 | | |
| | G | | | 63 | 73 | | |
| | G | | 434 | 90 | 80 | | |
| | G | | 480 | 90 | 90 | | |
| | G | | 495 | 100 | 80 | | |
| | Y | | 415 | 80 | 83 | | |
| | R | | 467 | 70 | 73 | | |
| | G | | 495 | 90 | 83 | | |
| | R | | 406 | 90 | 63 | | |
| | R | | 434 | 67 | 67 | | |
| | R | x | PA | 37 | 30 | | |
| | G | | 533 | 93 | 87 | | |
| | R | | 355 | 67 | 70 | | |
| | | | | | | | |

Or


5th grade Mid-Year DRA Goals

Students that Met Mid-Year Goal:

| Student | HR Teacher | Interventionist(s) |
|---------|------------|--------------------|
| KB | Betteker | Bell |
| MC | Betteker | None |
| JC | Betteker | None |
| JC | Betteker | None |
| SR | Betteker | Miller |
| KK | Betteker | DiMeglio |
| AM | Betteker | DiMeglio |
| CR | Betteker | None |
| NR | Betteker | None |
| MS | Betteker | None |
| BY | Betteker | Miller |
| NA | Lofaso | Carney |
| *MB | Lofaso | None |
| WC | Lofaso | Lofaso |
| BC | Lofaso | Carney/Bell |
| RD | Lofaso | Carney |
| *TF | Lofaso | None |
| *ZH | Lofaso | None |
| MH | Lofaso | Miller |
| *KH | Lofaso | None |
| *MH | Lofaso | Lofaso |
| *KP | Lofaso | Carney |
| *SR | Lofaso | Carney/Bell |
| *DS | Lofaso | Carney |
| LS | Lofaso | none |
| KA | Mackinnon | None |
| JA | Mackinnon | None |
| XB | Mackinnon | None |
| EC | Mackinnon | Miller |
| SK | Mackinnon | None |
| OM | Mackinnon | Lofaso |

Students that Did Not Meet Mid-Year Goal:

| Student | HR Teacher | Interventionist(s) |
|---------|------------|--------------------|
| GE | Lofaso | Bell |
| FK | Lofaso | Carney |
| HM | Lofaso | Carney |
| EM | Mackinnon | None |
| FM | Mackinnon | Bell |
| IP | Mackinnon | Bell |



So now...time to stop admiring the data and act on the data

- Dale City uses the Baldrige method for problem solving.
- We know that our core is effective.
- What can we do to increase growth even more and improve our scores? What is the problem?

#5

Students do not think about what they are reading and cannot summarize.

Solution: Use visualization and STP (stop, Think, Paraphrase) strategy to break down texts into chunks (paragraphs, page as dev. appropriate) in order to retell.

29

4

Students lack vocabulary and background knowledge.

Solution: Use content books, realistic fiction, and multimedia sources to build background knowledge and vocabulary daily.

21

#1 Students do not attend to or understand what the question is asking.

Solution: Identify key words and use them to restate the question.

22

What happens next?

Throughout the month, we will continue our grade level PLC meetings and individual student data meetings

The teachers will all commit to using these strategies with fidelity and we will evaluate the results.

Work session #2:

Differentiated Options

1. Create an insert for your guidance document that clarifies different types of data meetings.
2. Set a schedule format for when these meetings will occur in both the division and in the building (the buildings will vary).
3. Go back to your assessment mapping – do you still need to figure out what types of assessments you are using and their purpose? (We did this at the progress monitor training with Mark Shinn – it is OK if you are still working on it!)

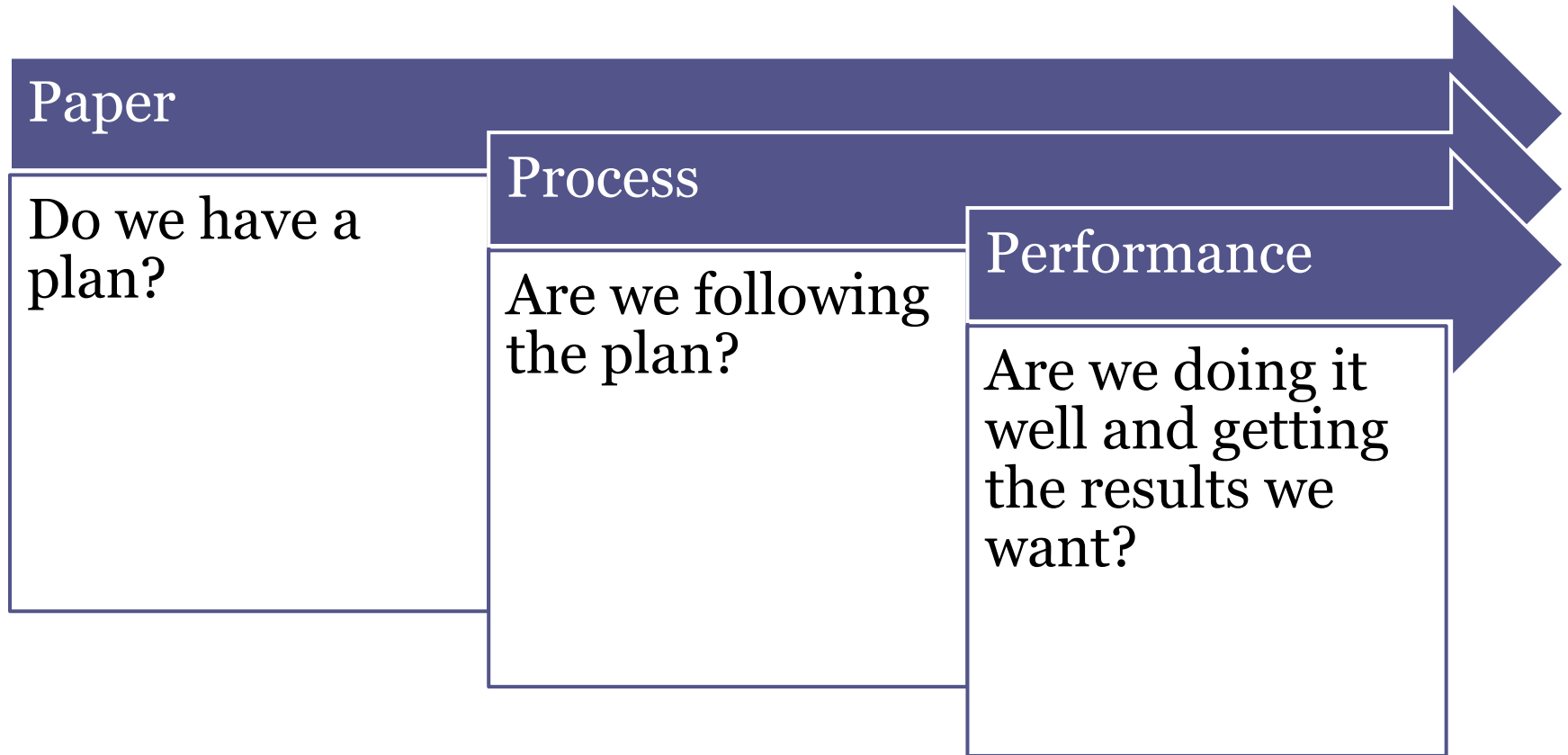
PRIZE ! Bag of treats for your table!! Raise your hand if you are willing to say at your table (you get two minutes) where in the VTSS benchmarks clarification of data meetings would be helpful.

Individual Student Data Meetings

- Thank you Northampton!
- You will need handouts 4,5,6, and 7
- First take a minute and read The Big Ideas of Individual Student Data Meetings

**Reminder : Let's come back to why it is so important
To have a guidance document/manual.**

Degrees of Implementation



(Fixsen, et. al. 2009)

Back by popular demand!!

The Fruit Basket Shuffle!!



PWCS/MTSS Handbook

- I. Infrastructure
 - PWCS MTSS Mission and Vision with Connections to Division Mission, Vision, and Strategic Plan
- II. Components
 - MTSS Flow Chart
 - What Makes a School in PWCS an MTSS School
 - PWCS MTSS Blueprint
 - Division Level, School Level, VTSS Blueprint Draft
 - VTSS Benchmarks
 - Needs Assessment
 - Tier Definition
 - Continuum of Services
- III. Research Based Interventions and Assessment
 - Assessment Mapping

Using VTSS to Bolster Teacher Performance and Evaluation

Sandy Hart, VTSS Coach/Consultant
Stacey Leitzel, Director of Elementary
Education, Shenandoah County

Gates Study of Teacher Effectiveness

Evidence shows clearly what most people know intuitively: teachers matter more to student learning than anything else inside a school.

Virginia's Response

- Evaluation Standards
- **Performance Standard 7: Student Academic Progress**
 - The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Performance Indicators for Standard 7

- **7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.**
 - Universal Screening
 - Goal setting to close achievement gaps
 - Goals discussed in data meetings
 - Standard 7 is not just for teachers!
 - What about high achievers?

Performance Indicators for Standard 7

- **7.2 Documents the progress of each student throughout the year.**
 - Progress Monitoring
 - Tiers I,II,III – Universal Screening, Benchmark testing
 - Tier II – Every two weeks
 - Tier III – Every week
 - Data Meetings
 - Expectations for participation and contribution to data meetings

Performance Indicators for Standard 7

- **7.3 Provides evidence that achievement goals have been met, including the state provided growth measure, when available, as well as other multiple measures of student growth**
 - Progress monitoring
 - Data Meetings
 - Assessment mapping

Performance Indicators for Standard 7

- **7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.**
 - GUIDANCE DOCUMENTS can support the documentation process by outlining expectations
 - Schedules for Universal screening, progress monitoring
 - Schedules for data meeting

Think About...

- Regular student assessment using standardized tools
- Efficient Data meetings:
- VTSS Guidance Document:
- All of these elements provide teachers with the tools to document student progress and growth

Big Take Away

- When teams of teachers and administrators have meaningful conversations about data on a regular basis, everyone does better:
 - Teachers
 - Schools
 - Divisions
 - Students!

Work Session # 5

- Create a fact sheet, presentation, or activity for a staff meeting that helps teachers understand that VTSS is not one more thing but encapsulates what they have already been doing. Use your flow chart from Work Session # 1.
- Create a presentation for use in your division to communicate the connections between teacher evaluation and VTSS, or
- Create a presentation for use in your division which elaborates on one element of teacher evaluation and shows the connection to VTSS.
- Other ideas.....